



UUM
Universiti Utara Malaysia

Driving Eye on Teaching

Raja Maznah Raja Hussain
rajamaznah@uum.edu.my

SEML, CAS, UUM
15 September 2014



Educational Talk on Education in the Higher Learning Institutions Malaysia-Indonesia

Agenda



- Building the future through higher education
- Eye on teaching: SoTL
- Challenges
- Way forward

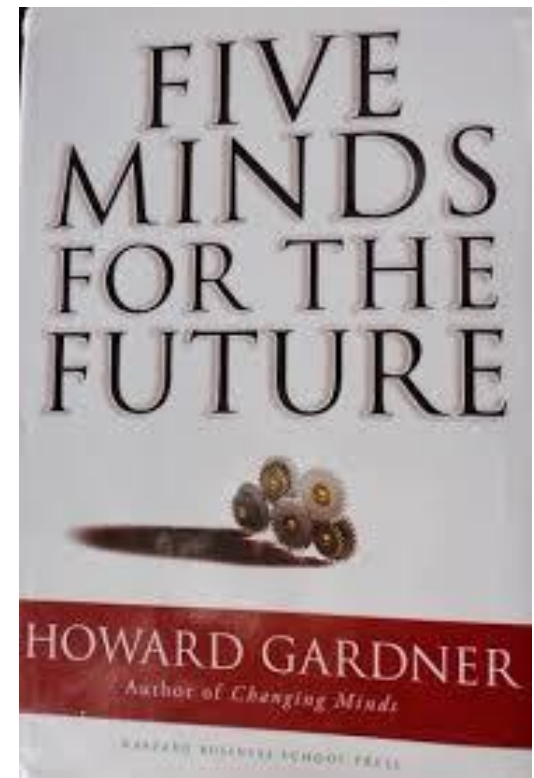


**"We cannot always build
the future for our youth,
but we can build our
youth for the future."**

—FRANKLIN DELANO ROOSEVELT
32nd President of the United States of America

Building the future

Keeping an eye on the 5 minds



www.4mylearn.org

Rigour, relevance and relationships

- For young people, the opportunity to be around adults they can imagine becoming (to paraphrase Deborah Meier) is **invaluable**.
- Teachers, and great teaching, matters more than ever.
- (Ark, <http://gettingsmart.com/2014/08/next-gen-learning-boosts-rigor-relevance-relationships/>)



my.vanderbilt.edu

The work of the professoriate - Boyer

Teachers and great teaching: Reality?

- My friend believes that a lecturer supervising industrial training is supposed to make sure that learning occurs during the training.
- Her colleague just told her not to waste her time as 'she is doing charity work because it is not in the KPI'
- What is wrong with this picture?
- We promised good teaching, is it happening?





Keeping eyes on teaching?



Why the Eye on Teaching?

National Higher Education Plan, 2007-2010

- While the curriculum is important, its delivery is equally critical. **HEI academic staff are today expected to be leaders in the field of teaching.** While reformed administrative procedures and excellent curricula will aid HEIs in achieving their true potential, **teaching staff form the frontline of this transformation and must focus on innovative delivery of curricula.** Adoption of innovative modes such as active learning or problem-based learning will be encouraged where appropriate to promote the development of communication, problem-solving, and self-directed learning skills (p. 28).

Eye on Innovative delivery

- How do we know that our delivery is innovative?
- How do we know if our students are learning?
- Who decides if our delivery is innovative or not?
- Who benefits from our innovation?
- What do we need to do?

Learning to Become a University Teacher

Academic Apprenticeship

1. Train as researchers
2. Trial and error experience as teachers or systematic reflection and inquiry (e.g. courses, pedagogical research)



What is driving the eyes on teaching?

- Pelan Strategik Pembangunan Negara (PSPTN)
 - Critical Agenda Project (CAP)
 - Teaching and Learning KPI
- Akademi Kepimpinan Pendidikan Tinggi (AKEPT) – Training of Trainers (ToT) Modules
- MAGNETIC – Consortium of Heads of Teaching and Learning Centres

CAP Teaching and Learning (3 KPIs)

1. Percentage of programmes implemented at least 5 high impact learning approaches (Liberal Education practices):

1. First year programme with built-in seminars or regular small group meetings of students and faculty
2. Programme that involve students actively in empirical research
3. Final year capstone project
4. Internship programme
5. Collaborative assignments
6. Diversity/global learning
7. Service/community based learning
8. Interdisciplinary approach to assessment
9. Writing-intensive course

CAP T&L (KPI) ... cont'd

2. Percentage of university research budget allocated for research and innovation in teaching and learning
3. Percentage of final year students scoring a minimum of 70% on the instrument that measures GSA

Eyeing teaching

- “An excellent teacher is one who is engaged in a well-prepared and intentional ongoing investigation of the best ways to promote a deep understanding on the part of as many students as possible”

(Daniel Bernstein, Amy Nelson Burnett, Amy Goodburn, and Paul Savory.
Making Teaching and Learning Visible: 2006, p. 215)

The study of teaching – The EYE

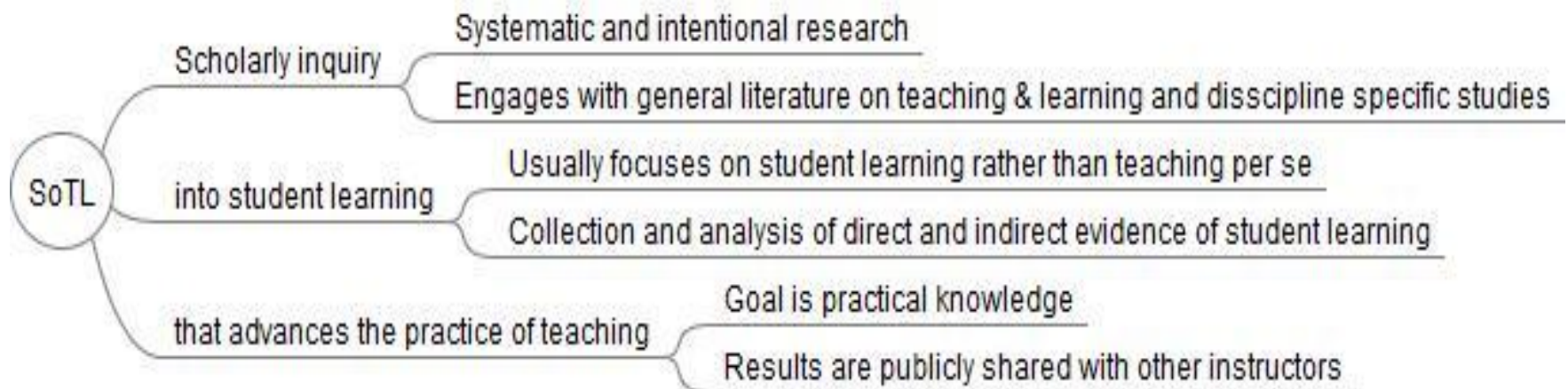


What is SoTL

- 1990 – Boyer coined the phrase “Scholarship of teaching”
- Many has attempted to define SoTL
- SoTL as serious scholarship – as rigorous as disciplinary research
- The focus of SoTL, most of the time is the relationship between teaching and learning.
- The teaching that makes learning happen!

SoTL Definition

“Scholarly inquiry into student learning [that] advances the practice of teaching” – Tony Ciccone (2006)



Teaching as research and research as teaching

‘What is required is an epistemological turn in which it is understood that research is and always has been a form of teaching and that teaching is a part of all genuine research. If research is defined as a systematic enquiry made public (Stenhouse, 1978) then the purpose of ‘making public’ can only be that someone else can learn from the research.

Therefore, publishing a research article in a journal or giving a research seminar are both forms of teaching (the outcome is that the reader or listener learns something). The ultimate purpose of all knowledge creating activities is to help others learn’.

(Harland, 2010)

How does this statement resonate with your belief and your practice?

Looking into the gray box

- Teaching is not a lab science; even teaching lab science is not a lab science!
- Still, the learner's mind is not so much a black box – totally inscrutable – as it is a gray box, with a dim view.
- We can observe some of what goes in; we can exercise some control over how inputs are processed; and we can assess some of what comes out.
- The virtue of SoTL is not that it gives us full command of the learning process but rather that it heightens our awareness of what we want students to learn (LO), how we can guide their learning experiences (TLA), and how we will know that they have indeed learned (Assessment).

Voelker, D.J. (2013). <http://www.thegraybox.net/>

SoTL@AKEPT - Initiative

- Workshops on SoTL organized by AKEPT
 - 2009 at Eastin Hotel by Harland
 - 2010 at Holiday Inn Malacca by Harland – TOT
- SoTL TOT Module development
 - 2010 to 2012
 - Baseline data on SoTL practice
 - Three SoTL modules, Basic, Intermediate and Advanced
- SoTL Basic TOT
 - 3 workshops in 2013
 - 2 workshops in 2014

SoTL @ UUM

- Developing community of practice
- SoTL research grants, 2013 and 2014
- Workshops on SoTL, 2013 and 2014
- SEML, CAS, Mentoring on SoTL
- In the pipeline - PGDLTHE

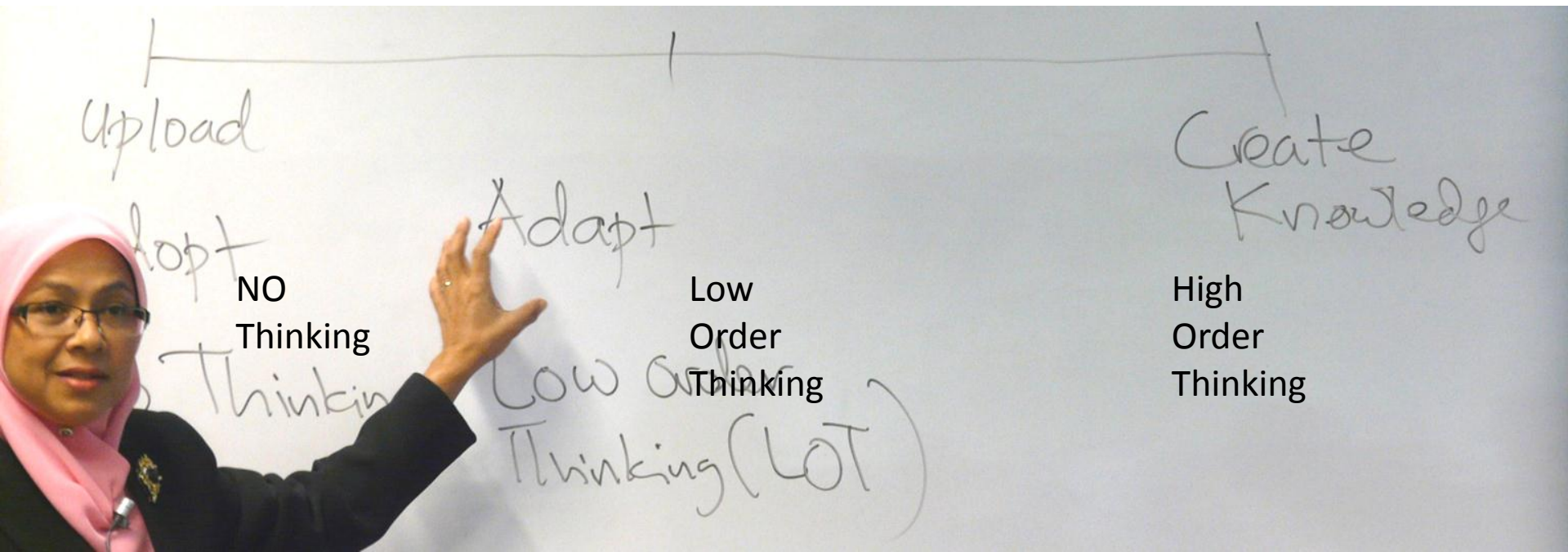
What do we need to drive with the eyes on teaching?



<http://gettingsmart.com/2014/08/12-education-innovation-mindsets-leaders/>

Teaching leadership

- What does it mean?
 - Transmitting knowledge
 - Transforming knowledge
 - Extending knowledge



Novice to expert teacher



Challenges

- Talent pool – The EYES
 - Academic leadership –
 - Leading the College/School/Faculty/Centre/Department
 - Coach and mentor others under his/her charge
 - Academic staff - lecturers
 - Attitude, interest and motivation to teach
 - Reflective practitioner
 - Accountability
- KPI driven?

Talent pool – issues

Difficulty in

- Devising a system to measure and filter the applicant's attitude
- Identifying the source of academic talent
- Attracting and retaining the right talent
- Creating an attractive environment that promotes development of human capital



**What does it take to drive the
eye on teaching?**



UUM
Universiti Utara Malaysia

Driving Eye on Teaching

Raja Maznah Raja Hussain
rajamaznah@uum.edu.my

SEML, CAS, UUM
15 September 2014



Educational Talk on Education in the Higher Learning Institutions Malaysia-Indonesia